



## KENSINGTON ELEMENTARY

86 Kensington Blvd.  
Georgetown, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	733 Students	
<b>Principal</b>	Fedrick Cohens	843-546-8511
<b>Superintendent</b>	Dr. H. Randall Dozier	843-436-7000
<b>Board Chair</b>	Mr. Jim Dumm	843-436-7000

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Average	Average
2008	Average	At-Risk
2007	Good	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

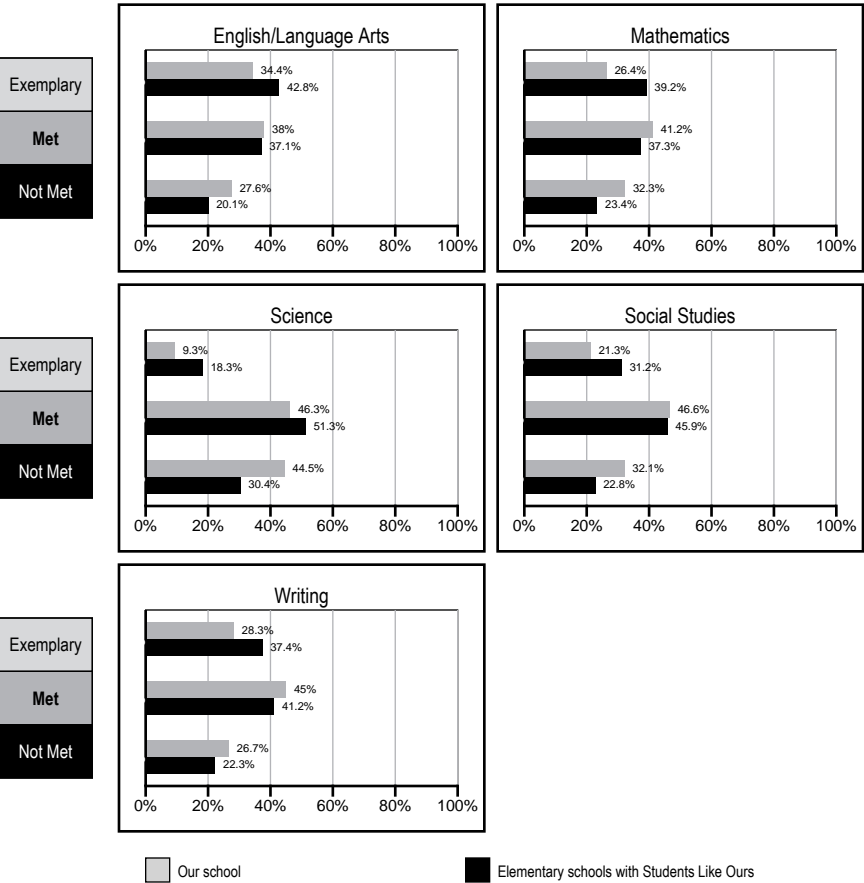
96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
24	35	47	1	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=733)</b>				
First graders who attended full-day kindergarten	99.2%	Down from 100.0%	100.0%	100.0%
Retention rate	2.3%	Up from 1.2%	1.2%	1.1%
Attendance rate	99.1%	Up from 95.8%	96.1%	96.2%
Served by gifted and talented program	14.2%	Down from 16.4%	14.4%	13.4%
With disabilities other than speech	5.2%	Down from 6.1%	4.6%	4.1%
Older than usual for grade	0.4%	Down from 0.5%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	57.4%	Up from 54.2%	60.7%	62.5%
Continuing contract teachers	93.6%	Down from 93.8%	90.0%	88.2%
Teachers returning from previous year	91.4%	Up from 89.5%	88.5%	87.8%
Teacher attendance rate	94.9%	Down from 95.8%	95.2%	95.2%
Average teacher salary*	\$50,763	Up 1.9%	\$46,510	\$46,773
Professional development days/teacher	12.2 days	Up from 9.6 days	10.3 days	10.5 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 19.1 to 1	20.2 to 1	19.9 to 1
Prime instructional time	92.8%	Up from 90.4%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,810	Down 3.8%	\$6,946	\$7,447
Percent of expenditures for instruction**	68.7%	Down from 70.7%	68.3%	68.4%
Percent of expenditures for teacher salaries**	67.2%	Up from 66.5%	65.8%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Kensington Elementary School's faculty and staff strive to provide every child with the opportunity to achieve their fullest personal and academic potential. The faculty and staff believe that every child can learn in a safe and caring environment where high academic expectations are promoted. A variety of strategies, meaningful materials, and emerging technology are used to maximize student potential and individual learning styles. We are committed to building self-esteem, good character, and enhancing creativity and individuality in all of our students. Character Education and Life Skills is modeled and lived by the faculty and staff as well as the students in an effort to improve learning with emphasis on the school's climate. Our faculty continuously seeks ways to develop and grow professionally. The majority of our faculty hold advanced degrees. Those who do not are presently working towards earning advanced degrees. This year, Christa Scott, achieved National Board Certification. We are proud to have 16 National Board Certified Teachers on staff!

Our strong collaboration with our stakeholders continues to provide our staff and students with resources needed to ensure success. Our vibrant and resourceful PTA, under the leadership of Jennifer Cox, completed our playground expansion; adding a jumping pad and basketball court for our students to enjoy during outside play. The School Improvement Council has drafted a conceptual model that would provide health and safety initiatives for our students. Our partnerships with the Georgetown Kraft Credit Union and other local businesses continue to afford us with resources to enhance teaching and learning. We continue to reap the benefits of our volunteer tutors! Daily, you will find extraordinary volunteers like Bonnie Hughes, 2010-11 Volunteer of the Year, helping students with sight words or building reading skills.

The faculty and staff of Kensington Elementary School will continue to have high academic and behavioral standards and expectations for all the students that we serve. Our commitment to continuous improvements, positive communication between the home, school, and community, and providing a quality education to our students will be always be top priority. Our shared mission is to help all children achieve their maximum potential within a comprehensive, nurturing learning environment so that they may become caring, responsible citizens, as well as lifelong learners.

Fedrick Cohens, M.Ed, NBCT, Principal  
Heather Stone, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	130	98
Percent satisfied with learning environment	94.0%	87.5%	91.7%
Percent satisfied with social and physical environment	89.8%	86.8%	92.7%
Percent satisfied with school-home relations	85.4%	87.7%	92.5%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.2%	0.0%	No
Student attendance rate	99.1%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	357	100	28	37.8	34.2	82	80.1	82.4	Yes	Yes
<b>Gender</b>										
Male	171	100	32.7	36.4	30.9	79.4	76.6	78.7	N/A	N/A
Female	186	100	23.6	39.1	37.4	84.5	84	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	188	100	16.7	40	43.3	89.4	88.8	88.9	Yes	Yes
African American	151	100	43	33.1	23.9	72.5	70.4	72.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	82.1	93	I/S	I/S
Hispanic	15	100	21.4	57.1	21.4	85.7	79.7	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	46	100	86	11.6	2.3	27.9	35.3	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	26.7	53.3	20	80	77	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	233	100	36.7	38.1	25.2	75.7	73.8	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	357	100	32.7	41	26.3	77.9	82.3	81.9	Yes	Yes
<b>Gender</b>										
Male	171	100	34.5	40.6	24.8	76.4	79.6	79.9	N/A	N/A
Female	186	100	31	41.4	27.6	79.3	85.3	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	188	100	21.7	45.6	32.8	87.2	90.3	88.9	Yes	Yes
African American	151	100	47.2	35.9	16.9	65.5	73.2	71.4	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.9	94.6	I/S	I/S
Hispanic	15	100	28.6	35.7	35.7	85.7	83.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	46	100	N/AV	N/AV	N/AV	18.6	37.7	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	33.3	40	26.7	80	81.5	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	233	100	42.2	37.6	20.2	69.7	76.9	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	239	100	44.7	46.1	9.2	55.3	63.4	68.6
Gender								
Male	112	100	40.9	46.4	12.7	59.1	64.1	68.3
Female	127	100	48.3	45.8	5.9	51.7	62.7	68.9
Racial/Ethnic Group								
White	127	100	32	51.6	16.4	68	78.3	80.7
African American	100	100	61.1	37.9	1.1	38.9	46.4	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.7	85.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	61.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	27	100	N/AV	N/AV	N/AV	7.4	25.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	10	I/S	N/AV	N/AV	N/AV	54.5	58.7	60.7
Socio-Economic Status								
Subsidized meals	155	100	58.5	38.8	2.7	41.5	53.6	57.3

Social Studies

All Students	236	99.6	32.4	46.4	21.2	67.6	70.3	72.5
Gender								
Male	114	99.1	29.4	45.9	24.8	70.6	69.1	72
Female	122	100	35.4	46.9	17.7	64.6	71.7	73.1
Racial/Ethnic Group								
White	123	100	22.4	49.1	28.4	77.6	81.5	81
African American	102	99	45.3	44.2	10.5	54.7	57.6	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.9	89
Hispanic	9	I/S	I/S	I/S	I/S	I/S	73.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	31	100	75	21.4	3.6	25	32.4	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	70.9	69.7
Socio-Economic Status								
Subsidized meals	150	99.3	39.9	48.6	11.6	60.1	61.9	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	130	98.5	26.7	45	28.3	73.3	68.5	73.2	99.1	97.2
Gender										
Male	67	98.5	34.4	49.2	16.4	65.6	61	67.2	99.2	97.2
Female	63	98.4	18.6	40.7	40.7	81.4	76.3	79.4	99	97.2
Racial/Ethnic Group										
White	69	100	12.1	51.5	36.4	87.9	80.6	81.5	99.1	96.9
African American	53	96.2	45.7	34.8	19.6	54.3	54.9	61.3	99.1	97.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	98.7	98.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	61.1	66.7	99	97.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97
Disability Status										
Disabled	14	85.7	I/S	I/S	I/S	I/S	13.9	26	99.1	96.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	57.1	65.7	98.9	97.9
Socio-Economic Status										
Subsidized meals	86	97.7	36.8	42.1	21.1	63.2	59.1	63.2	99	97

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	120	99.2	16.8	34.5	48.7	83.2
	4	132	100	25.4	38.5	36.1	74.6
	5	127	100	24	37.2	38.8	76
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	112	100	27.8	25	47.2	72.2
	4	118	100	29.7	39.6	30.6	70.3
	5	127	100	26.7	47.5	25.8	73.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	120	100	30.1	38.1	31.9	69.9
	4	132	100	23.8	50	26.2	76.2
	5	127	100	27.3	51.2	21.5	72.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	112	100	42.6	25	32.4	57.4
	4	118	100	25.2	46.8	27.9	74.8
	5	127	100	30.8	50	19.2	69.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	59	100	53.6	37.5	8.9	46.4
	4	132	100	35.2	58.2	6.6	64.8
	5	64	100	36.7	45	18.3	63.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	56	100	55.6	35.2	9.3	44.4
	4	118	100	36	55.9	8.1	64
	5	65	100	50.8	38.1	11.1	49.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	61	100	31.6	47.4	21.1	68.4
	4	132	100	27.9	51.6	20.5	72.1
	5	64	100	32.3	48.4	19.4	67.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	56	98.2	33.3	40.7	25.9	66.7
	4	118	100	29.7	51.4	18.9	70.3
	5	62	100	36.8	42.1	21.1	63.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	121	99.2	28.4	42.2	29.3	71.6
	4	131	99.2	35.2	37.7	27	64.8
	5	132	96.2	30	40	30	70
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	130	98.5	26.7	45	28.3	73.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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